

**Inspection date**

16 February 2015

Previous inspection date

1 June 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder is not completing a written progress check for all children between the ages of two and three years. Therefore, planning for their future learning is not based on accurate assessments of their individual needs.
- The childminder's accident and injury record is not always completed and lacks detail about any first-aid treatment given to promote children's safe and effective care.
- The childminder does not consistently use settling-in visits to encourage all parents to share information about their children's development. Therefore, when planning for children's learning from the start, she is not basing it on accurate assessments of their skills and abilities.

### It has the following strengths

- The childminder organises a varied range of resources around her home to support children to make safe and independent choices in their play. She follows their lead in play and provides activities around their interests. As a result, children are eager to join in and they enjoy activities that cover all areas of learning.
- Children have positive relationships with the childminder and they are happy and settled in her care. Through everyday routines, they learn about the importance of health, hygiene and physical activity.
- The childminder uses training to improve her knowledge, understanding and skills. She regularly attends safeguarding training to ensure she is aware of child protection issues. Furthermore, she has completed a recognised early years qualification at level 4, which supports her in providing activities across all areas of learning.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- complete the progress check for all children between the ages of two and three years, so that planning is targeted to support their future learning and development needs
- ensure accurate written records are maintained for all accidents and injuries that occur, including details of any first-aid treatment given.

### To further improve the quality of the early years provision the provider should:

- involve all parents more effectively in sharing information about children's development on entry, and use this information to plan for children's future learning.

### To meet the requirements of the Childcare Register the provider must:

- keep records of any accidents which occur and retain them for a period of two years (compulsory part of the Childcare Register)
- keep records of any accidents which occur and retain them for a period of two years (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector discussed self-evaluation, action planning and children's learning with the childminder, and looked at a selection of children's records, planning information, suitability checks and qualification certificates.
- We carried out this inspection as a result of a risk assessment, following information we received about this provider.

### Inspector

Helen Blackburn

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The quality of teaching is variable. However, the childminder does support children to acquire some of the skills they need for school. She is actively involved in children's play and during some of these interactions, she supports their learning. For example, when older children build with bricks, she talks about their tall, small and big towers and she encourages them to engage in conversations. She completes observations on children, which means she has some awareness of their abilities. However, she has not completed a written progress check for all children between the ages of two and three years. Therefore, use of assessments to plan for younger children's learning is inconsistent to support them all to make the best possible progress. Children enjoy their time with the childminder and through play they are imaginative and creative learners. For example, they express their ideas and thoughts when designing face masks and houses.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children are happy and they have positive relationships with the childminder. Overall, settling-in arrangements contribute to children feeling safe and emotionally secure in her care. However, the information she encourages parents to share during these visits about children's development varies in detail. Therefore, the childminder is not consistently involving all parents when planning for children's learning on entry. The childminder manages children's behaviour appropriately. She praises their achievements so that children have confidence and positive self-esteem. Children play well with their friends, for example, older children help the younger children to build their towers. These social skills support children as they move on to nursery or school. Children independently manage their personal care needs, such as hand washing. The childminder provides healthy snacks to supplement children's packed lunches. She encourages them to lead healthy lifestyles, for example, children eagerly talk about their trips to the park.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder has a sound understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. The inspection took place following concerns being raised about the childminder's ability to safeguard children. As a result, the inspection found that the childminder's accident and injury record does not show accurate detail of all accidents or any first-aid treatment given. Therefore, arrangements do not fully promote children's well-being. She completes safety checks and supervises children's play to ensure the premises and persons having contact with children are suitable. The childminder understands the importance of evaluation in order to improve her practice. Since her last inspection, she observes children more frequently and uses diaries to inform parents about their children's care and progress. She shares more information with other settings children attend, which promotes continuity in their learning.

## Setting details

<b>Unique reference number</b>	EY220995
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1005308
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 June 2010
<b>Telephone number</b>	

The childminder was registered in 2002 and lives in Wombwell, Barnsley. Her provision operates all year round from 5.30am to 6pm, Monday to Friday, and on Saturday by arrangement, except for family holidays. The childminder provides funded early education for two-year-old children. She has a level 4 childcare qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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